



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11201325
SAU: Old Town School Department
School: Leonard Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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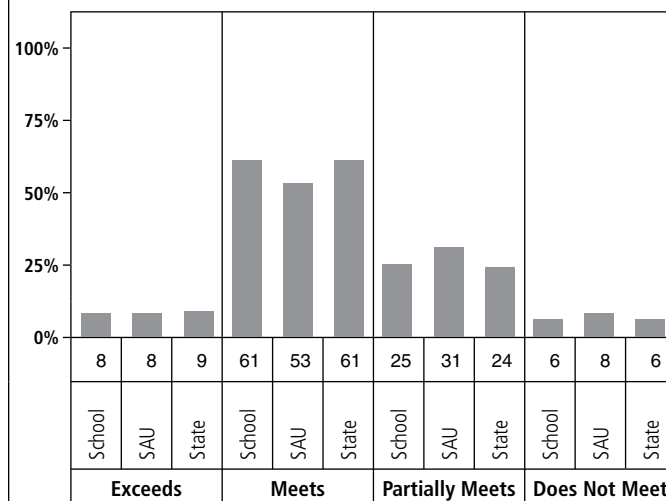
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

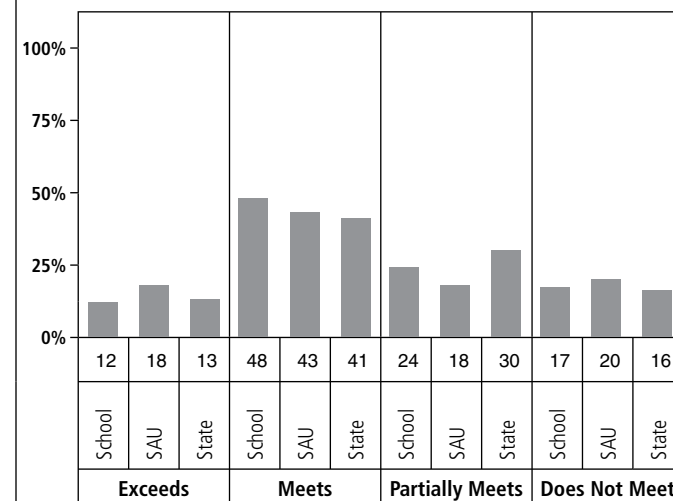
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	647	649	646
2007–2008	649	649	648
2008–2009	647	646	647
Cum. Avg.*	648	648	647
Mathematics			
2006–2007	647	651	643
2007–2008	644	645	642
2008–2009	643	644	643
Cum. Avg.*	645	647	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	85	100	50	100	14251	100	84	99	49	98	14150	99	84	99	49	98	14156	100						
Ethnicity African American/Black	3	4	3	6	421	3	3	100	3	100	412	98	3	100	3	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	1	1	2	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	0	0	0	0	181	1	0	0	0	0	177	98	0	0	0	0	178	99						
Caucasian/White	81	95	46	92	13309	93	80	99	45	98	13224	100	80	99	45	98	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	18	21	12	24	2468	17	18	100	12	100	2423	99	18	100	12	100	2426	99						
Current LEP	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
Economically disadvantaged	34	40	23	46	5780	41	34	100	23	100	5724	99	34	100	23	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	73	86	41	82	11369	80	73	86	41	82	11373	80						
Identified disability (PET/IEP)	7	10	4	10	355	3	7	10	4	10	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	4	5	2	5	172	2	4	5	2	5	175	2						
Participation with accommodations	11	13	8	16	2594	18	11	13	8	16	2605	18						
Identified disability (PET/IEP)	11	100	8	100	1881	73	11	100	8	100	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	0	0	0	0	187	1	0	0	0	0	178	1						
Identified disability (PET/IEP)	0	0	0	0	187	100	0	0	0	0	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	1	1	1	2	75	1	1	1	1	2	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	6	6	6	8	1132	8
	2007-2008	13	14	10	14	1817	13
	2008-2009	7	8	4	8	1309	9
	Cum. Total*	26	9	20	10	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	72	67	53	69	8127	57
	2007-2008	53	59	46	63	8072	57
	2008-2009	51	61	26	53	8564	61
	Cum. Total*	176	62	125	63	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	26	24	16	21	3549	25
	2007-2008	18	20	12	16	3194	23
	2008-2009	21	25	15	31	3291	24
	Cum. Total*	65	23	43	22	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	4	4	2	3	1478	10
	2007-2008	6	7	5	7	981	7
	2008-2009	5	6	4	8	799	6
	Cum. Total*	15	5	11	6	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.0	60.7	32.3	57.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.0	60.0	11.3	56.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.0	61.1	21.0	58.3	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Old Town School Department
 School: Leonard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	84	7	8	51	61	21	25	5	6	647	49	8	53	31	8	646	13963	9	61	24	6	647
Ethnicity																						
African American/Black	3										3						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	0										0						174	5	55	33	7	644
Caucasian/White	80	6	8	50	63	20	25	4	5	647	45	7	56	31	7	646	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	4	22	10	56	4	22	637	12	0	17	58	25	636	2236	1	30	48	22	637
No	66	7	11	47	71	11	17	1	2	650	37	11	65	22	3	649	11727	11	67	19	3	649
Current LEP																						
Yes	0										0						322	2	39	37	21	638
No	84	7	8	51	61	21	25	5	6	647	49	8	53	31	8	646	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	34	1	3	15	44	16	47	2	6	643	23	0	35	57	9	641	5617	4	54	33	9	643
No	50	6	12	36	72	5	10	3	6	650	26	15	69	8	8	649	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	84	7	8	51	61	21	25	5	6	647	49	8	53	31	8	646	13959	9	61	24	6	647
Gender																						
Female	32	1	3	21	66	7	22	3	9	646	20	0	60	30	10	644	6743	13	63	20	4	649
Male	52	6	12	30	58	14	27	2	4	648	29	14	48	31	7	647	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	2	29	4	57	1	14	638	7	0	29	57	14	638	1408	4	41	43	12	641
No	77	7	9	49	64	17	22	4	5	648	42	10	57	26	7	647	12555	10	64	21	5	648
Gifted/talented program																						
Yes	2										2						636	39	59	2	0	659
No	82	6	7	50	61	21	26	5	6	647	47	6	53	32	9	645	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	5	71	1	14	1	14	648	4	0	0	50	50	633	6	5	47	32	16	642
B. less than one hour	65	7	13	28	52	15	28	4	7	647	71	12	50	29	9	646	59	9	62	24	5	647
C. one to two hours	27	0	0	18	82	4	18	0	0	648	25	0	75	25	0	646	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	5	23	14	64	3	14	0	0	655	27	31	46	23	0	654	31	17	66	14	3	651
B. good	57	2	4	29	62	12	26	4	9	645	58	0	54	36	11	642	48	8	64	23	5	647
C. fair	14	0	0	7	58	4	33	1	8	643	15	0	71	14	14	643	18	2	48	40	10	641
D. poor	2	0	0	1	50	1	50	0	0	643	0						2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	4	12	21	62	6	18	3	9	649	33	19	50	19	13	648	38	13	65	18	3	650
B. They match some of what I have learned.	50	3	7	25	60	12	29	2	5	647	55	4	52	37	7	644	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	0	0	4	57	3	43	0	0	645	10	0	60	40	0	645	10	5	48	36	11	642
D. There is no match.	1	0	0	1	100	0	0	0	0	648	2	0	100	0	0	648	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	10	1	13	3	38	2	25	2	25	642	12	17	33	17	33	641	16	7	52	30	11	644
B. about the same as my regular schoolwork	73	6	10	37	61	16	26	2	3	648	76	8	54	32	5	646	66	10	64	22	4	648
C. easier than my regular schoolwork	17	0	0	11	79	3	21	0	0	649	12	0	67	33	0	650	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	2	50	2	50	0	0	641	9	0	50	50	0	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	65	5	9	29	55	14	26	5	9	646	57	7	44	33	15	643	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	30	2	8	19	79	3	13	0	0	651	34	13	75	13	0	652	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	5	11	28	61	10	22	3	7	648	45	9	55	27	9	646	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	45	2	5	23	61	11	29	2	5	647	55	7	52	33	7	645	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	27	5	22	10	43	5	22	3	13	649	33	19	38	31	13	647	23	15	65	16	4	650
B. 20 minutes to an hour	67	2	4	41	73	13	23	0	0	648	61	3	67	30	0	647	49	10	64	22	4	648
C. less than 20 minutes	4	0	0	0	0	2	67	1	33	634	2	0	0	0	100	624	11	6	58	29	7	645
D. I rarely read at home.	2	0	0	0	0	1	50	1	50	629	4	0	0	50	50	629	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	23	21	22	29	2092	15
	2007-2008	15	17	14	19	1474	10
	2008-2009	10	12	9	18	1807	13
	Cum. Total*	48	17	45	23	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	44	40	32	42	5731	40
	2007-2008	35	39	27	37	6008	43
	2008-2009	40	48	21	43	5662	41
	Cum. Total*	119	42	80	40	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	30	28	19	25	4175	29
	2007-2008	28	31	23	32	4244	30
	2008-2009	20	24	9	18	4219	30
	Cum. Total*	78	28	51	26	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	12	11	4	5	2308	16
	2007-2008	12	13	9	12	2346	17
	2008-2009	14	17	10	20	2290	16
	Cum. Total*	38	13	23	12	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	30.6	54.6	31.5	56.3	30.6	54.6
A. Number	18	32	10.3	57.2	10.4	57.8	10.3	57.2
B. Data	12	21	6.6	55.0	6.9	57.5	6.6	55.0
C. Geometry	14	25	7.4	52.9	7.6	54.3	7.3	52.1
D. Algebra	12	21	6.3	52.5	6.6	55.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Old Town School Department
 School: Leonard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	84	10	12	40	48	20	24	14	17	643	49	18	43	18	20	644	13978	13	41	30	16	643
Ethnicity																						
African American/Black	3										3						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	0										0						175	5	31	41	23	638
Caucasian/White	80	9	11	38	48	20	25	13	16	643	45	18	42	20	20	644	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	18	2	11	0	0	6	33	10	56	627	12	17	0	25	58	630	2248	3	18	33	46	629
No	66	8	12	40	61	14	21	4	6	647	37	19	57	16	8	648	11730	15	45	30	11	646
Current LEP																						
Yes	0										0						331	3	22	35	40	631
No	84	10	12	40	48	20	24	14	17	643	49	18	43	18	20	644	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	34	3	9	15	44	9	26	7	21	640	23	13	39	22	26	640	5620	6	33	37	25	637
No	50	7	14	25	50	11	22	7	14	645	26	23	46	15	15	648	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	84	10	12	40	48	20	24	14	17	643	49	18	43	18	20	644	13974	13	41	30	16	643
Gender																						
Female	32	0	0	14	44	11	34	7	22	639	20	0	40	40	20	639	6738	12	40	32	16	642
Male	52	10	19	26	50	9	17	7	13	645	29	31	45	3	21	647	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	1	14	3	43	3	43	632	7	0	14	43	43	632	1410	3	24	41	32	634
No	77	10	13	39	51	17	22	11	14	644	42	21	48	14	17	646	12568	14	42	29	15	644
Gifted/talented program																						
Yes	2										2						637	65	32	3	0	665
No	82	8	10	40	49	20	24	14	17	642	47	15	45	19	21	643	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: Old Town School Department
School: Leonard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	4	57	0	0	3	43	638	4	0	0	0	100	611	6	7	32	28	32	636
B. less than one hour	65	8	15	25	46	14	26	7	13	644	71	21	44	18	18	645	59	13	41	30	16	643
C. one to two hours	27	2	9	11	50	6	27	3	14	643	25	17	50	25	8	649	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	10	34	15	52	1	3	3	10	652	38	50	33	0	17	652	30	27	45	18	9	651
B. good	41	0	0	22	65	7	21	5	15	643	46	0	59	23	18	642	46	9	45	31	15	643
C. fair	20	0	0	3	18	9	53	5	29	630	17	0	25	50	25	632	20	2	29	43	26	635
D. poor	4	0	0	0	0	3	100	0	0	633	0						4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	4	12	17	50	10	29	3	9	645	35	24	41	18	18	646	35	18	42	27	13	646
B. They match some of what I have learned.	48	5	13	19	48	9	23	7	18	642	51	16	44	24	16	644	50	11	43	31	15	643
C. They match just a little of what I have learned.	12	1	10	4	40	1	10	4	40	639	14	14	43	0	43	639	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	24	1	5	10	50	5	25	4	20	639	23	0	64	18	18	641	32	7	40	34	20	640
B. about the same as my regular schoolwork	59	4	8	22	45	14	29	9	18	641	60	14	38	24	24	640	56	13	42	30	15	644
C. easier than my regular schoolwork	17	5	36	8	57	1	7	0	0	657	17	63	38	0	0	665	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	4	10	21	54	8	21	6	15	644	39	16	53	11	21	644	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	49	6	15	17	41	12	29	6	15	642	57	21	39	25	14	645	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	50	0	0	2	50	633	4	0	0	0	100	623	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	3	50	2	33	1	17	639	8	0	75	0	25	643	6	8	29	29	34	635
B. 30–45 minutes	33	3	11	12	43	9	32	4	14	641	31	20	27	40	13	643	33	10	37	34	19	641
C. 45–60 minutes	39	4	12	16	48	8	24	5	15	644	41	20	45	15	20	645	45	15	44	29	12	645
D. more than 60 minutes	20	3	18	9	53	1	6	4	24	645	20	20	50	0	30	644	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						9	14	35	29	22	641
B. two or three days a week	24	3	15	8	40	5	25	4	20	642	24	25	33	25	17	645	26	15	40	30	16	644
C. two or three times each month	33	3	11	16	57	8	29	1	4	646	35	18	47	29	6	647	31	13	43	30	14	644
D. never or almost never	43	4	11	16	44	7	19	9	25	641	41	15	45	5	35	641	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	0	0	3	27	4	36	4	36	631	10	0	20	20	60	628	17	8	35	33	24	639
B. two or three days a week	25	3	14	9	43	7	33	2	10	643	29	21	43	29	7	646	28	13	42	30	15	643
C. two or three times each month	46	6	15	21	54	7	18	5	13	646	43	24	48	14	14	648	31	15	43	30	13	645
D. never or almost never	15	1	8	7	54	2	15	3	23	642	18	11	44	11	33	641	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											